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ABSTRACT

The difficulties of putting the findings of an evaluation into practice in a city school district are discussed with two emphases: the number and variety of the demands on the time and attention of the superintendent and administrative staff, and the complexity and detailed work required to implement a new or revised program. A hypothetical, but typical, day in the life of a city school superintendent is described, including the meetings, reports, legal matters, and decisions that must be dealt with. Urban schools are described as worlds of chaos not only beset by the types of human and student crises that have always been there; but newly by wave after wave of legal, bureaucratic, and political problems. A chart presents the 38 special programs in 20 Title I schools for the past 4 years. An example is presented of the activities that were involved in utilizing a new teacher evaluation system, including the workshops, other meetings, and the data collection and analysis that were required to make the system functional. It is suggested that the amount of time and effort required for high priority problems makes the solution of small problems even more difficult. (Author/CTM)

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EVALUATION UTILIZATION: IS IT EASIER TO MOVE A MOUNTAIN THAN A MOLEHILL?

Freda M. Holley

Austin Independent School District

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EVALUATION UTILIZATION: IS IT EASIER TO MOVE A MOUNTAIN THAN A MOLEHILL?

Freda M. Holley
Austin Independent School District

The alarm goes off at 6:00 a.m. Mr. Superintendent pulls the cover over his head and turns over. The alarm continues its calamitous buzzing. He rolls over and reluctantly climbs out of bed. The school board meeting ended at 1:30 a.m. last evening, and it had been an hour after that when he finally slipped into bed.

This morning, Mr. Superintendent is due at 7:00 for the morning breakfast of Central City Service Auxiliary. He will have a chance to talk about the school system's efforts to improve discipline procedures. Discipline has been the focus of the city news media in recent months.

Next on Mr. Superintendent's agenda will be an early morning meeting with Mr. Urban District Lawyer who will brief Mr. Superintendent on the legal issues before the district for the week. The case of the teacher who was fired because of a morals charge and decided to sue Mr. Superintendent will be the prime case, but a second one of considerable import will be that of the firm who contests the right of the school system to require vocational students to adhere to a dress code when in job placement assignments. The Claimant says if he wants to let a girl wear cut-off jeans while working for his firm, that's his right. The district wishes to preserve its right to set standards for its students. Mr. Superintendent will hear how the evidence amassed by his administrators in these cases will be presented by the lawyer.

At 9:00 comes a principals' meeting in which Mr. Superintendent will tell principals that the Federal Office of Civil Rights is requiring that every student in the district have a home survey of languages completed by their parents. Moreover, any students with language backgrounds other than English will have to have tests in both languages to determine their language proficiency. Principals must be led through the complex paper work and procedures to be followed step-by-step. Angry principals will mutter that central office administrators just don't have any idea of how little time there is at the school level.

And so Mr. Superintendent's day will go. Late in the afternoon he will have a meeting with his research and evaluation director who will make interim reports on several federal programs and districtwide testing results. One report will tell Mr. Superintendent that the implementation of the new Title IV gifted project is not going well. Students being placed in the program may be children of influential parents, but the identification data does not indicate that they are either gifted or particularly talented.

This seems to be a simple problem, but solving the problem is not going to be simple. The coordinator of the program can establish criteria, but eventual assignment to the building-level program will be up to the principal. The program coordinator has no authority over the school principal. To solve the problem will require the coordinated effort of a number of people.

The problem is succinctly stated on page 1 of the interim report, but it is only one of about ten similar problems spread out over the particular reports covered. The research and evaluation director has about one hour to point out all the problems across all the reports and to discuss

districtwide data trends. Not surprisingly, the director chooses to touch only fleetingly on the program problems and spends most of the time in discussing an overall problem in writing achievement that emerges from the districtwide picture.

Mr. Superintendent becomes really concerned about the writing problem since it affects the majority of students across all grades and in all schools. This is a mountain of a problem. He decides to put it on the agenda for next Monday's administrative team meeting. A campaign to improve things must be planned at once so that the school board can receive a plan for improvement along with the report.

The remainder of the reports are turned over to an administrative assistant that afternoon with directions to prepare memos for Mr. Superintendent's signature. Thus, the next day, the coordinator of the gifted program receives a memo from Mr. Superintendent passed on from her director asking that she respond to the evaluation report with a set of actions to be taken. The coordinator looks at the memo in hopeless bewilderment. She had thought that the report with which she agreed would bring her some top level help with her problem. Unfortunately, what the coordinator had was a molehill of a problem.

The Realities of Time in Urban Schools

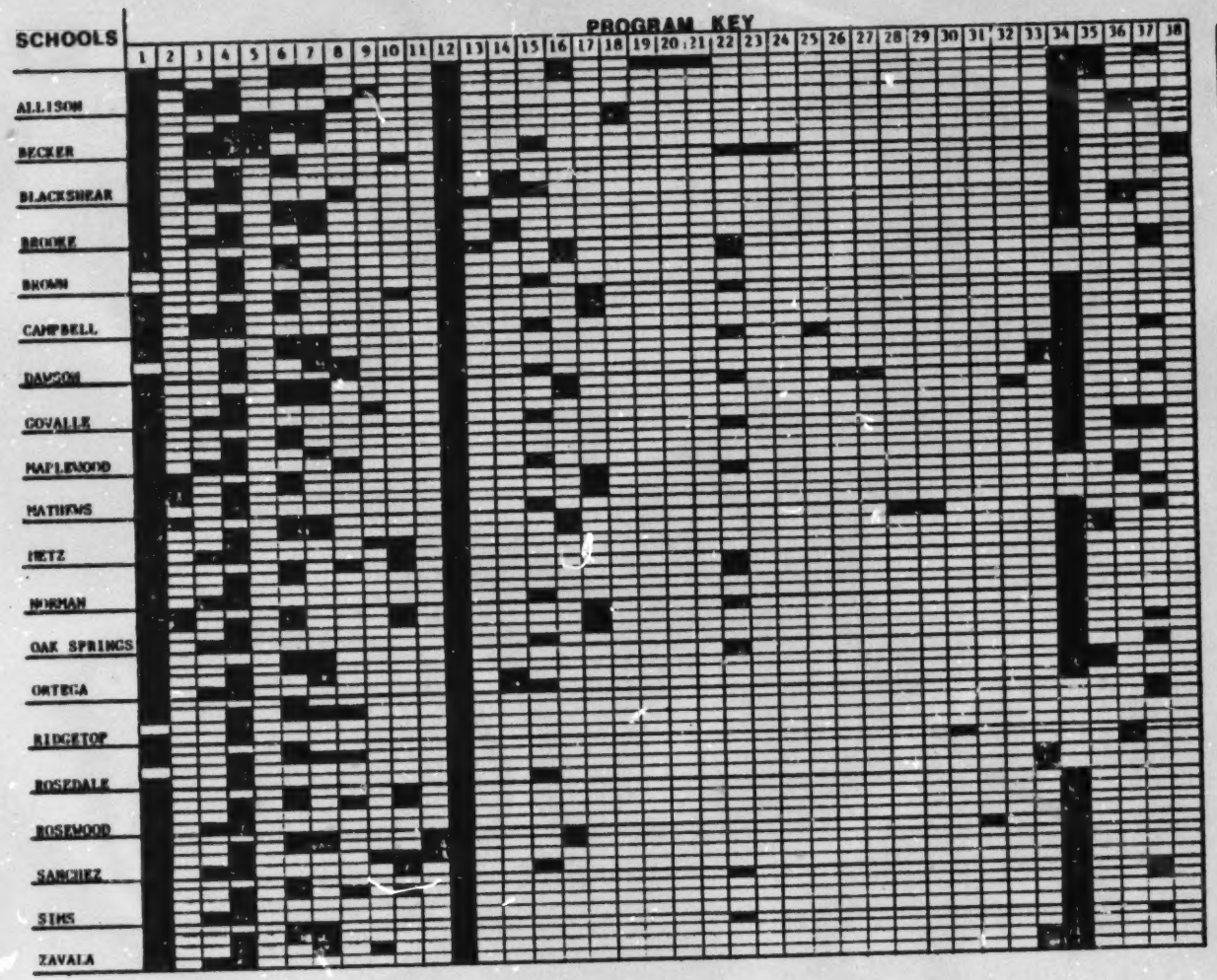
Although the sketch above is fiction, the elements of the situation derive from all too real events. Urban schools today are not rational systems. They are worlds of chaos not only beset by the types of human and student crises that have always been there, but newly by wave after wave of legal, bureaucratic, and political hassle. Another feature of this new picture is a

plethora of change efforts.

A few years ago we counted the number of sizeable programs in the schools in our district. In one school we had a total of thirty-two state, federal, or local change programs. The programs ranged from sizeable ones such as Title I which provides aid to the educationally disadvantaged to some very small efforts. Our summary list of potential programs as they impact our Title I schools is shown in Figure 1.

If properly administered, each of these programs would require attention at the individual school in which it occurs, but all of the programs would require the attention of central office administrators. None of these programs, however, can be a central focus of attention for people like the superintendent, assistant or deputy superintendent, directors or curriculum supervisors.

In our district, these individuals must divide their attention between immediate crises like the latest lawsuit filed against them and their major role of keeping some kind of cohesion in the curriculum and governance systems that must bind all the diverse schools, staff, and student body together. These administrators are talented, dedicated individuals in almost all cases and, in general, they work far longer than their scheduled eight-hour day as well as attending the many required evening and night events. They must be present at evening school board meetings and graduation ceremonies. They talk to rotary clubs, PTA meetings, and numerous professional associations. They go to school carnivals, science fairs, foreign language festivals, football games, and UIL contests. The time pressure is immense. Not surprisingly, turnover is high. During the nine years I have been in the Austin district, almost every top-administrative position has seen turn-over at least once and some many times.



SCHOOL NAME	1976-77
	1975-76
	1974-75
	1973-74

PROGRAM KEY

(1) Title I
(2) Title I Migrant
(3) Title IC
(4) Title II
(5) Title III/IVC
(6) Title IVB
(7) Title VII
(8) NDEA Title III
(9) ESAA Bilingual
(10) ESAA Pilot (PA)
(11) ESAA Basic
(12) Meal Program
(13) Indo-Chinese
(14) Communication Skills
(15) Humun Development
(16) SCE
(17) Right to Read
(18) Disadvantaged Adult
(19) Project Triumph
(20) Nongraded Instruction
(21) Parent group
(22) LOHS
(23) Parent-Teacher-Pupil
(24) Teacher Aide Tutoring
(25) Magic Time Machine
(26) Bilingual Language Arts
(27) Outdoor Study
(28) Metz Publishing
(29) Mi Mundo Y Yo
(30) Creative Consumers
(31) Bilingual Math
(32) Kids Teach Kids
(33) IGE
(34) Reduced PTR
(35) Teacher Corps
(36) Community School
(37) Local & State Bilingual*
(38) Retired Teachers

*Schools in which program operated in 1973-74 were not readily available.

Figure 1: SPECIAL PROGRAMS IN TITLE I SCHOOLS FOR THE LAST FOUR YEARS: 1976-77, 1975-76, 1974-75, AND 1973-74. Includes all special programs which ORE could identify, for which extra funding is being spent. Does not include district-wide programs, programs provided on a consultant basis to the schools, and programs which AISD does not control. Main sources: Program Survey, Monthly Organization Budget Reports.

Figure 1: SPECIAL PROGRAMS IN TITLE I SCHOOLS FOR THE LAST FOUR YEARS.

Somewhere sandwiched in among all these activities, they must look at the information they receive from their offices or staff of research and evaluation and decide how to improve things. The major administrators of school districts who are managing to keep their systems on an even keel and functioning properly have probably learned to prioritize their time and attention. In other words, unless prevented by political circumstances from doing so, these administrators focus on the mountains and not the molehills.

Implication for Evaluation Utilization

House (1974 and 1976) has done an admirable job of demonstrating the relationship between the politics of the system and the introduction and evaluation of change. The point to be made in this paper, however, is that these same factors heavily influence the potential utilization of any evaluation. For this reason, they are tremendously important factors to be considered in the allocation of evaluation resources. In another paper, I have made a strong case for the need to target evaluation activities such that their cost effectiveness is maximized (Holley, Matuszek, and Curtis 1979). Among the several criteria suggested there for targeting or allocation, potential use is probably the most critical. Here, I echo the claim of Schutz (1979) that in the post-Proposition 13 era we are going to have to demonstrate success with evaluation through evaluation utilization if we are to have financial support.

It is my contention that time and energy in most urban schools today is in such short supply that there is a resultant limitation on the amount and type of evaluation that can have any impact. I have suggested

before that much thought and planning should be allocated to utilization even before the evaluation begins (Holley 1979). The emphasis that I would like to pursue here is on trying to provide a specific illustration of the extent of time and attention required to get utilization. Evaluation utilization is such a new worry to the field that only lately have we come to realize the extent of resources it may require. A major point that I hope to make is that it will be impossible to capture as much time and attention of a system as is required if the problem is not a major one with widespread impact. There is congruent implication about the amount and type of change effort that should be attempted in an urban system, but I will leave that extrapolation to the reader.

Promoting Utilization: An Example

Several years ago the Office of Research and Evaluation (ORE) in the Austin Independent School District got involved in helping to develop a new teacher evaluation system. This effort is being described elsewhere (Holley 1980), but it is a system based on competencies. One of the major purposes in that activity was the development of a data source for staff development or "competency improvement" activities.

In Texas enormous resources were expended annually on staff development. The state provided ten days of staff development time for all teachers and administrators (that time has since been reduced to eight days) at a salary cost of millions, mandated days of staff development for teachers supervising student teachers, and allocated resources to provide the actual staff development services including regional service centers to provide training. In addition to this basic cost, individual school districts wrote

staff development into just about every special program initiated, from bilingual education to new school openings. Yet, data for planning these efforts were at best quicky surveys of what staff wanted. Evaluation at best was a "did you benefit" post-session questionnaire. We believed that data on actual needs could be derived from the evaluation forms and used for staff development planning. There were, of course, other goals for the teacher evaluation system, but data for staff development was a major one.

The 1978-79 school year was the first year of implementation and the first data was available at the end of that year. With the beginning of the 1979-80 school year districtwide profiles and summaries both for the district and for each school of the type shown in Figures 2 and 3 were provided.

The first step in attempting to get this data used occurred in August, 1979. During the annual preschool workshop, two sessions were held, one with elementary and one with secondary principals and support staff. The agenda for this activity is shown in Figure 4. These sessions had two objectives: 1) to acquaint staff with how to read the profiles and summaries and 2) to model the use of the data with a simulated exercise. This initial workshop was planned carefully with the personnel office which had the prime responsibility for managing the evaluation system and who accepted the leadership role in this workshop. We all more or less assumed that this acitvity would lead to utilization. One of our first errors in thinking about utilization is probably such underestimation of the attention it really requires.

By January, it became obvious that use was not occurring. First, fall data gathered in new teacher evaluation indicated principals were not using the evaluation form for identifying competency improvement needs in a better way as we had hoped. Next, when the implementation of a new court

SUMMARY OF PROFESSIONAL EVALUATIONS FOR

COLUMNS OF LETTERS REPRESENT PERCENTAGE OF EVALUATORS' RESPONSES.
D'S INDICATE DISTRICT-WIDE FIGURES; S'S ARE FOR THIS SCHOOL ONLY

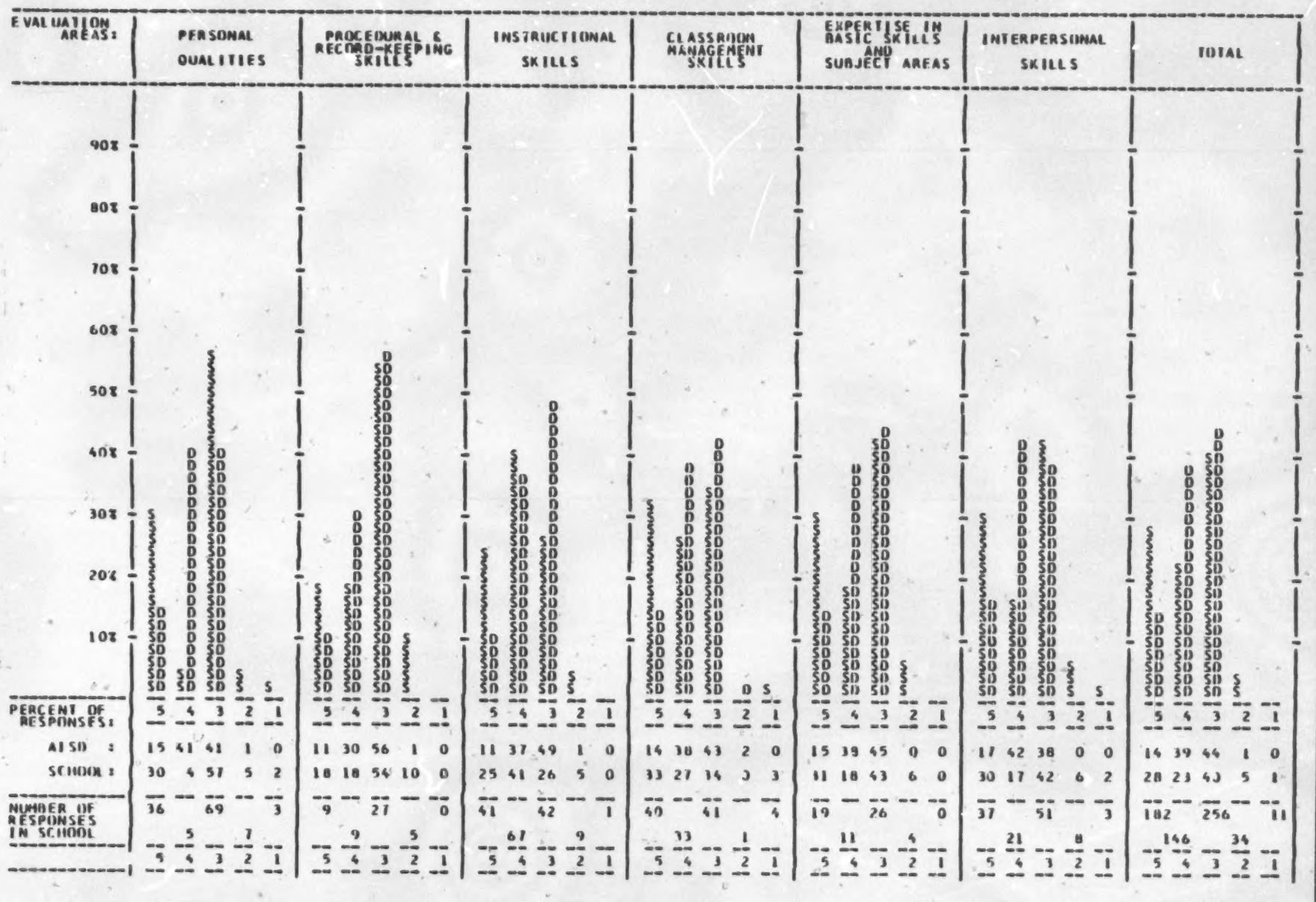

EVALUATION AREAS:
PERSONAL QUALITIES
PROCEDURAL & RECORD-KEEPING SKILLS
INSTRUCTIONAL SKILLS
CLASSROOM MANAGEMENT SKILLS
EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS
INTERPERSONAL SKILLS
TOTAL
90%
80%
70%
60%
50%
40%
30%
20%
10%
PERCENT OF RESPONSES: 5 4 3 2 1
AISD : 15 41 41 1 0 | 11 30 56 1 0 | 11 37 49 1 0 | 14 38 43 2 0 | 15 39 45 0 0 | 17 42 38 0 0 | 14 39 44 1 0
SCHOOL : 30 4 57 5 2 | 18 18 54 10 0 | 25 41 26 5 0 | 33 27 14 3 3 | 11 18 43 6 0 | 30 17 42 6 2 | 28 23 43 5 1
NUMBER OF RESPONSES IN SCHOOL
36 69 3 | 9 27 0 | 41 42 1 | 40 41 4 | 19 26 0 | 37 51 3 | 182 256 11
5 7 | 9 5 | 67 9 | 33 1 | 11 4 | 21 8 | 146 34
5 4 3 2 1

Figure 2: School Profile

SUMMARY OF ITEM RESPONSES FOR

		NUMBER OF RESPONSES FOR ENTIRE SCHOOL							PERCENTAGE OF RESPONSES: SCHOOL							PERCENTAGE OF RESPONSES: DISTRICT						
		X	5	4	3	2	1	U	X	5	4	3	2	1	U	X	5	4	3	2	1	U
I-A.	PERSONAL QUALITIES																					
1.	IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS	0	2	1	6	0	0	0	0	22	11	67	0	0	0	0	16	43	39	1	0	0
2.	IS EMOTIONALLY STABLE.	0	2	0	7	0	0	0	0	22	0	78	0	0	0	0	13	44	46	1	0	0
3.	EXHIBITS POISE AND SELF-CONTROL.	0	2	0	6	1	0	0	0	22	0	67	11	0	0	0	14	43	41	1	0	0
4.	PRESENTS AN EFFECTIVE ROLE MODEL.	0	2	0	6	1	0	0	0	22	0	67	11	0	0	0	15	45	38	1	0	0
5.	IS PUNCTUAL.	0	2	0	6	0	1	0	0	22	0	67	0	11	0	0	18	35	44	3	0	0
6.	BEHAVES RATIONALLY AND REALISTICALLY.	0	2	0	6	1	0	0	0	22	0	67	11	0	0	0	11	36	52	1	0	0
7.	SHOWS INITIATIVE AND IMAGINATION.	0	2	1	2	0	1	0	0	22	11	22	0	11	0	0	18	42	39	1	0	0
8.	USES COMMON SENSE.	0	2	0	6	1	0	0	0	22	0	67	11	0	0	0	13	38	48	0	0	0
9.	SHOWS ENTHUSIASM FOR WORK.	0	2	0	5	1	1	0	0	22	0	56	11	11	0	0	24	46	29	1	0	0
10.	COMMUNICATES EFFECTIVELY AND PLEASANTLY.	0	2	0	7	0	0	0	0	22	0	78	0	0	0	0	12	42	44	2	0	0
11.	EXHIBITS AN OVERALL POSITIVE ATTITUDE.	0	2	0	5	2	0	0	0	22	0	56	22	0	0	0	21	40	38	1	0	0
12.	DEMONSTRATES PROFESSIONAL GROWTH.	0	2	0	7	0	0	0	0	22	0	78	0	0	0	0	13	38	47	1	0	1
I-B.	PROCEDURAL AND RECORD-KEEPING SKILLS																					
1.	KEEPS SCH RECORDS AND RPTS UP-TO-DATE AND ACCURATE	0	0	3	5	1	0	0	0	0	33	56	11	0	0	0	1	9	27	61	1	0	1
2.	ACCEPTS AND COMPLIES WITH ADMIN PRCDRS AND POLICY.	0	2	0	5	2	0	0	0	22	0	56	22	0	0	0	12	32	54	1	0	0
3.	COMPLIES WITH ALL SCH BOARD POLICIES AND PRCDRS.	0	1	1	6	1	0	0	0	11	11	67	11	0	0	0	11	26	62	1	0	0
4.	COMPLIES WITH LOCAL CAMPUS ROUTINES.	0	2	1	5	1	0	0	0	22	11	56	11	0	0	0	17	33	48	1	0	0
5.	DOCUMENTS STUDENT PROGRESS EFFECTIVELY.	0	1	2	6	0	0	0	0	11	22	67	0	0	0	1	9	33	55	1	0	1
II-A.	INSTRUCTIONAL SKILLS																					
1.	LESSON PLANS WITH EVIDENT OBJECTIVES.	0	2	4	2	1	0	0	0	22	44	22	11	0	0	1	10	38	45	4	1	0
2.	CREATIVE AND IMAGINATIVE APPROACHES TO TEACHING.	0	2	5	1	1	0	0	0	22	56	11	11	0	0	1	15	40	42	3	0	0
3.	LESSONS W/VARIETY OF MATERIALS, TECHS, ACTIVITIES.	0	2	6	0	1	0	0	0	22	67	0	11	0	0	0	15	44	37	2	0	0
4.	SUBJ MATTER APPROPRIATE TO NEEDS ABILITIES INTRSTS	0	2	3	3	1	0	0	0	22	33	33	11	0	0	0	13	42	42	2	0	0
5.	CLEAR STUDENT STANDARDS FOR LEARNING PERFORMANCE.	0	2	5	1	1	0	0	0	22	56	11	11	0	0	0	13	40	45	2	1	1
6.	DIAGNOSES INDIVIDUAL AND CLASS DIFFICULTIES.	0	1	4	3	1	0	0	0	11	44	33	11	0	0	1	10	35	52	2	0	1
7.	MOVES AROUND ROOM AT TIMES.	0	2	3	4	0	0	0	0	22	33	44	0	0	0	1	21	40	31	1	0	0
8.	PLANS INSTRUCTION ARND NEEDED STUDENT COMPETENCIES	0	2	2	4	1	0	0	0	22	22	44	11	0	0	1	10	34	48	1	0	1
9.	PRPRS APPR TESTS, EVAL ACTVTS TO MEASURE LEARNING.	0	0	5	4	0	0	0	0	0	56	44	0	0	0	1	6	31	58	1	0	2
10.	REPORTS TEST AND EVAL DATA COMPETENTLY TO PARENTS.	0	1	5	3	0	0	0	0	11	56	33	0	0	0	3	9	20	55	1	0	6
11.	USES FORMAL, INFORMAL MEANS OF ASSESSING LEARNING.	0	1	4	4	0	0	0	0	11	44	44	0	0	0	1	9	32	56	1	0	1
12.	DESIGNS LESSONS, UNITS WITH CLEAR,LOG,SEQ CONTENT.	0	2	4	2	0	1	0	0	22	44	22	0	11	0	1	11	39	47	1	0	1
13.	UTILIZES A VARIETY OF QUESTIONING STRATEGIES.	0	2	3	3	1	0	0	0	22	33	33	11	0	0	2	7	32	56	2	0	2
14.	INTERPRETS OWN TESTS AND EVAL ACTIVITIES ACCURATEL	0	2	2	5	0	0	0	0	22	22	56	0	0	0	1	6	34	58	0	0	0
15.	PACES INSTRCTN TO SUIT STUDENTS CONCENTRATION SPAN	0	2	6	0	1	0	0	0	22	67	0	11	0	0	1	11	37	48	2	0	0
16.	ASSIGNMENTS APPROPRIATE TO INSTRUCTIONAL LEVEL.	0	1	5	3	0	0	0	0	11	56	33	0	0	0	2	10	40	47	1	0	0
II-B.	CLASSROOM MANAGEMENT SKILLS																					
1.	USES A VARIETY OF MOTIVATIONAL STRATEGIES.	0	3	3	2	0	1	0	0	33	33	22	0	11	0	1	15	38	44	2	0	0
2.	MNTNS CLS CNTRL IN ATMOSPHERE CONDUCIVE TO LEARNIN	0	2	0	2	0	1	0	0	22	44	22	0	11	0	1	20	45	34	0	1	0
3.	ORGANIZES TO LOSE LITTLE TIME IN TRANSITIONS.	0	1	2	6	0	0	0	0	11	22	67	0	0	0	0	16	37	44	2	0	0
4.	ORGANIZES FOR EFFECIENT DISTRIBUTION OF MATERIALS.	1	2	3	3	0	0	0	11	22	33	33	0	0	0	1	13	36	49	1	0	0
5.	LESSON PLAN SO STUDENT MOVES SMOOTHLY THRU DAY.	0	3	3	3	0	0	0	0	33	33	33	0	0	0	1	13	34	43	2	1	0
6.	MANAGEMENT PROCEDURES PREVENT BEHAVIOR PROBLEMS.	0	2	4	2	1	0	0	0	22	44	22	11	0	0	1	16	41	38	4	1	0
7.	BEHAVIOR MANAG TECHS THAT PRSRVE DIG. SLF-ESTEEM.	0	3	2	3	0	1	0	0	33	22	33	0	11	0	1	16	41	40	2	1	0
8.	PRACTICES POSITIVE REINFORCEMENT TECHNIQUES.	0	3	2	3	0	1	0	0	33	22	33	0	11	0	1	17	45	35	1	0	0
9.	ALLOCATES TIME TO INCLUDE ALL APPROPRIATE CONTENT.	0	2	2	5	0	0	0	0	22	22	56	0	0	0	1	8	33	56	1	0	0
10.	PROVDS ENRICH ACTIVITIES FOR STUS WHO COMPLETE WORK	0	3	3	3	0	0	0	0	33	33	33	0	0	0	3	10	29	53	3	0	2
11.	INVOLVES ALL STUDENTS IN LEARNING ACTIVITIES.	0	2	3	4	0	0	0	0	22	33	44	0	0	0	1	15	40	42	1	0	0
12.	PREPARED TO BEGIN AT BEGINNING OF EACH PERIOD.	0	2	2	5	0	0	0	0	22	22	56	0	0	0	1	15	37	46	1	0	0
II-C.	EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS																					

Figure 3: School Summary

1. HAS KNOWLEDGE, BACKGROUND IN SUBJECTS TAUGHT.	0	2	2	4	1	0	0	0	22	22	44	11	0	0	0	14	44	35	1	0	0
2. INFORMED CONCERNING LATESTS DVLPMNTS IN FIELD.	0	3	2	3	1	0	0	0	33	22	33	11	0	0	1	11	37	49	1	0	1
3. BASIC ESSENTIALS OF STANDARD ENGLISH, ORAL, WRITTE	0	3	1	4	1	0	0	0	33	11	44	11	0	0	1	10	34	42	1	0	0
4. BASIC ESSENTIALS OF MATHEMATICS SKILLS, CONCEPTS.	0	2	2	4	1	0	0	0	22	22	44	11	0	0	0	12	34	47	0	0	5
5. VERBALLY CLEAR AND UNDERSTANDABLE.	0	2	2	5	0	0	0	0	22	22	56	0	0	0	0	15	42	42	1	0	0
6. LESSONS REFLECT AIMS CURRICULA.	0	2	1	6	0	0	0	0	22	11	67	0	0	0	2	14	34	48	0	0	0
III. INTERPERSONAL SKILLS																					
1. FOSTERS POSITIVE SELF-IMAGE IN STUDENTS.	0	3	3	2	0	1	0	0	33	33	22	0	11	0	0	18	45	36	1	0	0
2. FOSTERS STUDENTS SELF-CONTROL AND DIRECTION.	0	2	5	1	1	0	0	0	22	56	11	11	0	0	0	13	42	42	2	0	0
3. IS CONSISTENT IN RELATIONS WITH STUDENTS.	0	2	0	7	0	0	0	0	22	0	78	0	0	0	0	16	43	39	1	0	0
4. IS CORDIAL IN RELATIONSHIPS WITH STUDENTS.	0	2	1	5	1	0	0	0	22	11	56	11	0	0	0	20	49	30	1	0	0
5. TREATS STUDENTS IMPARTIALLY.	0	2	1	6	0	0	0	0	22	11	67	0	0	0	0	18	41	40	0	0	0
6. ADAPTABLE DEALING WITH INDIV, CULTURAL DIFFERENCES	0	1	3	4	1	0	0	0	11	33	44	11	0	0	0	18	40	41	1	0	0
7. COMMUNICATES WITH SYMPATHY, ACCURACY, UNDERSTANDIN	0	2	1	5	1	0	0	0	22	11	56	11	0	0	0	16	43	40	1	0	0
8. WORKS EFFECTIVELY W/TCHRS, STU TCHRS, SUPPORT PERS	0	2	2	3	1	1	0	0	22	22	33	11	11	0	0	22	42	35	1	0	0
9. RECOG, RESPONDS TO CONTRIBUTIONS OF STUDENTS.	0	3	1	4	0	1	0	0	33	11	44	0	11	0	0	12	46	41	1	0	0
10. RSPCTS RIGHTS AND ENCOURAGES SENSE OF RESP.	0	2	2	4	1	0	0	0	22	22	44	11	0	0	0	18	41	40	1	0	0
11. ESTABLISHES A WARM RELATIONSHIP WITH STUDENTS.	0	2	2	4	1	0	0	0	22	22	44	11	0	0	0	20	45	33	1	0	0
12. COMMUNICATES WITH PARENTS W/SYMPTH, ACCRCY, UNDRST	0	2	0	6	1	0	0	0	22	0	67	11	0	0	1	13	32	48	1	0	4

NOTE: FIGURES HAVE BEEN SUPPRESSED IF THEY WOULD HAVE VIOLATED CONFIDENTIALITY, BECAUSE OF TOO FEW RESPONSES OR OF NO DISTRIBUTION OF RESPONSES.

Figure 3: continued

ADMINISTRATORS' STAFF DEVELOPMENT WORKSHOP, AUGUST, 1979

A. B. 301.02
Anderson High, Room 230
August 2, 1979
9:15 - 10:30

Professional Evaluation Ratings: By-School Summaries: What do they mean? How do you use them? (Secondary)

AGENDA

1. Introduction to the Districtwide Evalution Data - Large Group Discussion.

   Led by David Hill.

   20 minutes

2. Small group exercise to discuss Capital High School data and plan staff development based on the data provided.

   Led by group leaders.

   40 minutes

3. Individual School Data - Each principal will receive a packet with the evaluation summary data for his/her school as well as questions to consider as guides to interpretation.

   Led by David Hill.

   15 minutes

Figure 4: Agenda for Preschool Workshop

order on desegregation brought planning for a big staff development effort, there was a demand for a "needs" survey.

At this point a meeting was held with the personnel director to discuss the problem. We decided to launch a major effort to promote the utilization of the data. The ensuing activities have been perhaps a dramatic illustration of the energy it takes to actively support utilization. Most of this effort centers around meetings of various types.

Meetings

Personnel Department Staff. This first meeting served to brief the four assistant directors of personnel on the problem and to elicit their help and cooperation. This was a two hour meeting and formed the basis for further efforts.

Instructional Coordinating Council. This is the central group of assistant superintendents and directors who have direct responsibility for instruction and school administration. At this meeting, the potential of the data was reviewed and the problem discussed. It was agreed that a meeting would be called with the directors and assistant directors of elementary and secondary education. The coordinator of staff development and the several assistant superintendents were also to attend.

Assistant Directors. Some initial opposition was encountered from elementary staff to worrying about this problem in the face of the desegregation effort. It was agreed that the relationship of this effort and the use of the evaluation data had to be stressed in future efforts. Eventually, it was agreed that separate activities would have to be planned for elementary and secondary education. Follow-up meetings would be necessary.

Secondary Education. The secondary staff are vigorous, bright persons who face up to problems very quickly with action plans. Thus this follow-up meeting occurred in a couple of days and was very productive. Two sessions, one for principals and one for instructional supervisors, were jointly planned with the assistant director of personnel responsible for secondary, the two assistant directors, and ORE staff. The agenda for these two sessions which were to be a part of the next regular principals' meeting called for:

- A review of individual school data in which the sheet in Figure 5 was completed. Having people actually work with the numbers for themselves is a key step in getting them to use the data, we believe.
- A review of the districtwide summary data. ORE did a special data run in order to generate the same type of data shown in Figure 6 for elementary alone and for secondary alone. At the same time, we produced the same summary for special areas such as special education and counseling.
- A discussion of the relation of these competencies to the desegregation efforts. Most of the low-rated competencies did turn out to be essential in instructional situations where achievement diversity was going to dramatically increase.
- A discussion of the competencies for which evidence from teacher effectiveness research indicated great importance.
- Finally, individuals were asked to prioritize the competencies to work on in 1980-81 staff development activities.

These two sessions were held the following week. The next week another meeting occurred with the assistant directors to review data from the session.

BUILDING DATA ANALYSIS SHEET

SCHOOL

PRINCIPAL

1. LIST THE 5 COMPETENCIES IN WHICH YOUR STAFF SHOWS THE MOST 2'S AND 1'S.

2. IN WHICH OF THESE 5 COMPETENCIES LISTED IN #1 DOES YOUR STAFF ALSO SHOW 5'S?

3. IN WHICH SKILL AREA DO YOU HAVE THE MOST 2'S AND 1'S?

4. IN WHICH SKILL AREA DID YOU HAVE THE MOST DIFFICULTY GETTING DATA?

5. WHICH SKILL AREA DO YOU FEEL THE MOST COMFORTABLE EVALUATING?

6. HOW WELL DOES THIS SAMPLING OF PROFESSIONAL PERSONNEL FROM YOUR SCHOOL REPRESENT THE NEEDS OF YOUR ENTIRE STAFF?

Figure 5: Building Data Analysis Sheet

Competencies with the highest mean ratings on the 1978-79 Teacher Evaluation form. Indicates districtwide strengths.

Competency		Mean
I A-6	Shows enthusiasm for work.	3.92
I A-7	Exhibits an overall positive attitude.	3.88
III 9	Moves around the room to facilitate individual learning.	3.88
I A-9	Works effectively with teachers, student teachers, and support personnel.	3.84
II A-3	Has knowledge and broad background in subjects taught.	3.81
II C-1	Maintains class control in an atmosphere conducive to learning.	3.81
II C-5	Practices positive reinforcement techniques.	3.79
III 1	Fosters positive self-images in students.	3.79
III 4	Treats students impartially.	3.77
I A-2	Is physically capable of performing assigned tasks.	3.75
I A-4	Presents an effective role model.	3.75
III 5	Is adaptable in dealing with individual and cultural differences.	3.75
III 7	Recognizes and responds to contributions of students.	3.75

Competencies with the lowest mean ratings on the 1978-79 Teacher Evaluation form. The ratings indicate districtwide staff development needs. Some general thought should be given to developing long-range developmental inservice for large numbers of personnel in these areas. Some of these, for example the first area listed, will require creative understanding of the data to determine what might be needed.

Competency		Mean
I B-2	Keeps school records and reports up-to-date and accurate.	3.43
II B-10	Prepares appropriate test and evaluation activities to measure student learning.	3.44
II B-11	Interprets own tests and evaluation activities accurately.	3.44
II B-9	Utilizes a variety of questioning strategies.	3.45
II B-12	Reports test and evaluation data competently to parents.	3.45
I B-1	Complies with all policies and procedures.	3.48
II C-4	Allocates time to include presentation of all appropriate content.	3.48
II C-8	Provides enrichment activities for all students who complete assigned work.	3.48
I B-3	Documents student progress effectively.	3.50
II B-1	Diagnoses individual and class difficulties.	3.52

Figure 6:

AISD Districtwide Teacher Evaluation
Summary Data for 1978-79

Areas where the most unacceptable ratings (1's) were given in 1978-79 on the Teacher Evaluation form. The ratings indicate greatest needs for staff development. The numbers of individuals are sufficient in some cases to suggest districtwide inservice on these.

Competency		N
II B-5	Prepares written lesson plans with instructional objectives which are evident to students and self.	14
II C-1	Maintains class control in an atmosphere conducive to learning.	13
II B-6	Makes clear to students standards for learning performance.	8
II B-1	Diagnoses individual and class difficulties.	7
II B-4	Designs lessons and units with clear, logical, and sequential content.	7
II C-3	Organizes class routines so little time is lost in transition from one learning activity to another.	7
III 2	Fosters students' self-control and self-direction.	7
II C-6	Uses a variety of motivational strategies.	6
II C-7	Involves all students in learning activities.	6
II B-7	Presents subject matter appropriate to the needs, abilities, and interests of students.	5
II C-5	Practices positive reinforcement techniques.	5
II C-8	Provides enrichment activities for all students who complete assigned work.	5
III 1	Fosters positive self-images in students.	5
III 3	Is consistent in relationships with students.	5

Areas where most minimally acceptable ratings (2's) were given in 1978-79 on the Teacher Evaluation form. The ratings indicate next greatest needs for staff development. The numbers of individuals are sufficient to suggest multiple districtwide inservices.

Competency		N
II B-5	Prepares written lesson plans with instructional objectives which are evident to students and self.	57
II C-1	Maintains class control in an atmosphere conducive to learning.	56
I A-1	Is punctual.	41
II B-8	Employs creative and imaginative approaches to teaching.	39
II C-8	Provides enrichment activities for all students who complete assigned work.	39
II B-3	Designs lessons incorporating a variety of materials, instructional techniques, and learning activities.	35
III 2	Fosters students' self-control and self-direction.	33
II C-6	Uses a variety of motivational strategies.	32
II B-1	Diagnoses individual and class difficulties.	30
II C-3	Organizes class routines so little time is lost in transition from one learning activity to another.	28

Figure 6: Continued

Competencies to work on were selected. Now another session to be held in a retreat setting for both instructional supervisors and principals has been scheduled to work out what the plan for staff development on the selected competencies will be. These meetings in particular demonstrate how much evaluators can learn and benefit from others in the system when efforts to promote utilization can be cooperative.

Elementary Education. The meeting with the four assistant directors resulted in a decision to have the same type session as above, but to give it more time and attention even than the secondary initial session. A full morning meeting was called for both principals and all elementary support staff. It was held the last week in March. Because it was so much larger, over 100 people were present, this session was probably less productive. Follow-up activities have yet to be planned, however, so this assessment may be incorrect.

Staff Development. Separate meetings were held with the coordinator of staff development to urge support and cooperation with these efforts. There is some evidence that the information will be used in planning some special workshops on the priorities identified.

Special Education and Counseling. Special meetings were also held with directors of other departments to urge the use of the data which was provided both for special staff separately and for the other regular staff.

Informal meetings. In addition to these formal meetings, discussions have been held at every opportunity with the many informal leaders in the district to gain support and attention for the effort.

Other Efforts

Meetings are an essential part of the communication necessary to promote utilization, but they are only a part of the total effort. It is obvious from the above that we had to be flexible about taking our basic data and generating new types of summaries from it. Other staff in the district contributed ideas about how utilization might be promoted. One of the most notable things that emerges, however, is that sometimes entirely new activities must be developed in response to evaluation. Creativity in designing those activities must also be at hand. What I mean is that in the months ahead district staff will have to think about what it is that teachers must be taught about "preparing lesson plans" or "assessing students." It is not now known what should be the exact content of inservice sessions on such competencies.

Summary

I hope the above example gives some idea of the kind of effort that may be needed to get a change to occur as the result of an evaluation finding. I believe that this amount of attention, many hours of administrative time, could be commanded because the system recognizes that staff development today is a mountain of a problem which affects virtually all of the staff in a system. Although the example shows that this is only the first tip of the time demand that may eventually be required, it should be obvious that the top administrators could not devote an equal amount of their own attention to working on a minor program's problem.

Of course, I am not the first to recognize that turning research

or evaluation findings into practice is not easy. Hodges, Sheehan, and Carter (1979) have pointed this out as one of the learnings from Follow Through, but as they say "lecture-workshops are not sufficient to translate a model." Thus, I suspect that we need pictures of the type of work that must go into translating evaluation findings into effective action such as that given above so that we may have concrete translations of the "moving" that is necessary in evaluation utilization. Hopefully, it also serves to illustrate why a molehill of a problem simply cannot command the time and attention required for that moving while it may be possible for the mountains.

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